

352,0742b
C88
C.2

REPORT OF THE SELECTMEN OF THE TOWN OF CROYDON,

FOR THE
YEAR ENDING MARCH, 1856.

DISBURSEMENTS.

Outstanding Debts prior to April 1st, 1855.

Paid, as follows:—

A. Howard, support of Darius Hall,	26	25
James Pollard, support of Lucy Fry,	3	65
O. & L. Emerson, support of Lovina Emerson,	10	00
Thomas Sanborn, medical services for L. Emerson,	7	28
Daniel W. Rawson, opening graves,	3	50
John Putnam, note and interest,	10	00
Williams Barton, med. services rendered D. Hall,	9	00
John Putnam, cash,	1	75
		71 43

Paid, as follows:—

State Tax,	168	70
County Tax,	183	02
		351 72

Paid for the support of Schools:—

District No. 1. Paid P. Jacobs,	68	54
2. S. Blanchard,	146	63
3. H. C. Brown,	90	56
4. M. Eastman,	27	33
5. S. Fletcher,	38	66
6. S. Ames,	31	22
7. A. Ward,	10	90
8. L. Paul,	6	70
9. B. C. Whipple,	11	67
10. E. Powers,	11	95
11. S. B. Rowell,	1	53
		445 69

NEW HAMPSHIRE
STATE LIBRARY

*Pauper bills from April 1st, 1855, to April 1st, 1856.**Paid, as follows :*

Lucy Kelsey, support of L. Emerson,	72 73
M. Metcalf, support of John Hyde and wife,	36 00
H. Clark, support of Nathan Clark,	125 00
S. Kempton, support of L. Freeman,	30 00
Miss M. Dodge, support of Mrs. Stewart from July 16, 1855 to Jan. 22, 1856,	33 93
J. Pollard, support of Mrs. Fry from April 2, 1855 to May 2, 1855,	6 00
Henry Barton, support of Lucy A. Squires,	3 25
Dr. Barton, med. services rendered L. A. Squires,	3 90
J. Crocker, support of Ellen Kinnerson,	40 00
B. Barton, support of Eugene and Mary Kinnerson and clothing,	89 02
S. Ames, support of Livera Chase and child,	55 00
D. Elliot, on an obligation,	40 00
S. K. Hazeltine, corn for S. Foss,	75
C. Walker, support of T. Winter and wife from April 1st, 1855, to Nov. 9, 1855,	61 44
Nath. L. Shedd, support of T. Winter and wife from Nov. 9, 1855 to April 1, 1856,	41 36
E. Mitchell, support of Wm. Allen and wife from April 10, 1855 to Feb. 21, 1856,	168 95
Hill Dow, support of Wm. Allen and wife from Feb. 21, 1856 to April 1, 1856,	21 71
D. D. Marsh, 6 visits and medicine for T. Winter,	5 75
“ 1 visit and medicine Kinnerson girl,	1 00
“ 1 visit and medicine L. Freeman,	75
“ 1 visit and medicine Joel Chase,	1 00
S. E. George, coffin for Nathan Clark, and attending funeral with hearse,	6 50
T. Sanborn, med. services rendered Miss Emerson,	2 65
A. Howard, support of Darius Hall from April 1, 1855, to May 17,	9 75
David Harding, support of Lydia Harding,	46 36
D. R. Hall, support of Darius Hall from July 1855 to April 1, 1856,	27 00
L. P. Cooper, support of Wm. Allen and wife,	4 50
Otis Cooper, support of E. Powers,	109 00
D. R. Hall & Co., bill goods W. Allen and wife,	3 59
D. R. Hall & Co., bill goods S. Foss,	2 51
D. R. Hall & Co., bill goods E. Powers,	50
D. R. Hall & Co., bill goods D. Hall,	11 09
D. R. Hall & Co., shoes for Kinnerson children,	1 50

S. Morse, money expended for S. Foss and wife,	23 78
Williams Barton, visits and medicine L. Harding,	
Allen & wife, and L. Chase,	24 20
Hannah Harding, making pants for Wm. Allen,	84
Simon Ames, extra support of L. Chase,	3 00
	<hr/> 1114 33

Incidental Expenses.

Paid, as follows :

M. A. Barton, repairing bridge,	27 75
M. A. Barton, 450 feet plank,	4 50
M. A. Barton, timber for water course,	1 00
J. Thrasher, perambulating lines,	6 38
Daniel Rider, 311 feet plank,	3 11
Daniel Rider, boarding Road Com. and others,	1 89
Daniel Rider, opening road in S. B. Rowell Dis.	1 00
Daniel E. Carroll, opening graves,	4 00
C. F. Hall, opening graves,	1 25
Darwin Whipple, repairing water courses 1854,	2 00
B. C. Whipple, for plank 1854,	1 84
B. C. Whipple, 275 feet plank 1855,	2 75
D. D. Marsh, 110 feet plank,	1 10
Bank note and interest,	330 82
Nathan Hall for services as Town Clerk,	10 50
Mathan Hall, enrolling and returning soldiers,	2 00
Nathan Hall, paying D. D. Marsh, returning births and deaths,	60
E. Mitchell, opening 6 graves,	8 75
E. Mitchell, making clothes Wm. Albe, and wife,	1 50
D. R. Hall & Co., 1106 feet plank,	11 06
D. R. Hall & Co., stationery,	75
D. R. Hall & Co., spikes for bridge,	53
Gilman Stockwell, opening mountain road 1856,	4 00
John Cooper, tolling bell,	3 50
H. C. Brown, services as Collector,	15 00
S. Ames, repairing bridge,	6 00
Otis Cooper, perambulating lines,	4 00
Otis Cooper, repairing bridge,	4 47
Otis Cooper, cloth for E. Powers,	6 30
Otis Cooper, medicine for Wm. Allen,	68
Otis Cooper, 500 feet plank,	5 00
E. Powers, cash paid for repairing compass,	2 00
E. Powers, perambulating town lines $3\frac{1}{2}$ days,	4 50
E. Powers, 1 day repairing bridge,	1 25
E. Powers, $2\frac{1}{2}$ days repairing abutment,	2 50
Lester Blanchard, 94 feet plank,	94

Abatement of H. Buck's taxes in 1853 and interest,	2 70
" " 1854 "	2 56
Nathaniel E. Bears,	1 92
Nathan P. Downs,	3 12
Obed Metcalf,	1 92
E. Mitchell,	2 21
C. C. Thornton,	2 13
Moses M. Sargeant,	3 06
M. D. Dodge,	2 53
Interest on the foregoing,	1 01
Jason Goward in 1855,	82
H. Bucks' highway tax 1855,	2 32
Charles Carroll,	1 97
Benjamin Barton,	2 83
Rachel Partridge,	2 46
Anna Blanchard,	2 46
Daniel R. Hall, services as Selectman,	26 67
Otis Cooper, services as Selectman,	26 67
Elias Powers, services as Selectman,	26 67
Williams Barton, services as Sup. School Com.	15 00
Henry Codman, opening grave,	1 50
T. G. Powers, use of drills,	50
Joel Ferry, plank and damage to wagon,	2 50
L. P. Cooper, for damage of his ox in consequence of bad road,	2 00
Abatement of Z. Goldthwait, highway tax,	2 86
Amasa Hall,	2 00
Alfred Stowell, 1849 and interest,	3 84
O. F. Morrill, 1851 "	2 74
John Jeffers, jr., " "	2 08
Incidental expenses,	636 27
For paupers,	1114 33
For support of Schools,	445 69
County Tax,	183 02
State Tax,	168 70
Outstanding debts prior to April 1st, 1855,	71 43
	<hr/>
	2619 44

Money expended on Road under an indictment.

Paid, as follows:—

John A. Barton,	27 67
J. N. Brown, Agent,	9 50
Hiram Spooner,	28 24
John Thrasher, 6½ days work,	3 25
A. S. White,	6 50
S. K. Hazeltine, 5 bushels corn,	5 90

County Solicitor,	4 35
M. Walker, 544 pounds hay,	4 08
P. Barton, plank and use of scraper,	3 49
D. R. Hall & Co., half dozen shovels,	7 00
D. R. Hall & Co., powder and fuse,	2 63
Gilman Stockwell, labor and board,	61 61
George Stockwell, 10½ days,	7 89
Otis Cooper, 35 days,	35 00
Otis Cooper, use of team and repairing drills,	3 00
Elias Powers, 33½ days work,	33 50
Elias Powers, 14½ days work of son,	10 88
Elias Powers, 1¼ days work, Crossman,	1 18
Elias Powers, 1 days work self and team with Agt.,	2 25
Elias Powers, 2¼ days work B. Benway,	2 25
Jasper Back, repairing chains, bars, drills, &c.,	2 28
W. Stockwell, for board,	2 00
Expenses on mountain road,	264 43
Money expended to discontinue highway laid out on petition of E. R. Rowell and others,	196 14
Brought forward sundry expenses,	2619 44

Paid, as follows :

Williams Barton, Liquor Agent,	15 00
Sugar River Bank, note and interest,	202 33
	217 33

Total amount paid out,	\$ 3297 34
Total amount received,	3289 06

Leaving a balance against the town, 8 28

The above settled by note given D. R. Hall.

The town also owe a note to John G. Putnam,	300 00
“ “ Jonathan Emerson,	200 00
“ “ Lester Blanchard,	110 00
	618 28

All of which is respectfully submitted.

DANIEL R. HALL,	} Selectmen of Croydon.
OTIS COOPER,	
ELIAS POWERS.	

REPORT

OF THE SUPERINTENDING SCHOOL COMMITTEE OF CROYDON, — MARCH, 1856.

In preparing his first Annual Report, your Committee will in the first place present a tabular statement, followed by brief remarks respecting the several schools, and close with some reflections or suggestions, relative to the subject of Common School Education.

No. of District.	Terms—1 representing the summer and 2 the winter term.	Names of Teachers.	Length of Schools, in weeks.	Number between 4 and 14 years, not attending anywhere.	Average attendance.	Whole number of pupils.	Number between 14 and 21 years, unable to read and write.	Wages per month.
1	1	Miss Hattie C. Crooker,	6	5	27	30		6 00
	2	Mr. Addison A. Powers,	9		29			15 00
	1	Miss Augusta Blanchard,	10		36	43		5 00
2	2	Miss Hattie C. Crooker,	9		25			
	2	Mr. John Towne,	9 4-5		29	35		22 00
3	1	Miss L. M. Kibbey,	9		24	24		6 00
	2	Mr. Oren C. Kibbey,	10 1-2	2	32	36		18 00
4	2	Mr. Horace F. Goss,	9		14	14		16 00
5	1	Miss Aurora W. Fletcher,	9		16	20		8 00
	2	Miss Amanda A. George,	10	3	21	23		8 00
6	2	Miss Amanda Quimby.	13		7	10	1	8 00

In District No. 1, I visited the summer school at its commencement, and found it very well classified and organized; teacher active, and scholars apparently interested in their studies. There existed certain minor defects in discipline, but nothing calculated to injure seriously the prosperity of the school. I visited it again at its close, and found that the school had made respectable proficiency; had accomplished as much as I anticipated from appearances at the first inspection. At the commencement of the winter term, I examined this school again; found it well organized and disciplined; teacher mild and courteous in his deportment toward his scholars, and they in return yielding obedience to his requisitions, and deference to his wishes and opinions. At the close of this school, I was so circumstanced as to be unable to visit it; but the universal testimony in the district, told in the direction of his having kept a good school.

DISTRICT No. 2.—At the commencement of the summer term in District No. 2, I visited the school, and found it occupying a respectable position, both in relation to discipline and organization. The teacher was inexperienced in the duties of her responsible calling, but seemed determined to make amends for this deficiency, by patience and untiring industry. When examined at its close, the school gave evidence of having been industrious and happy, through their term of study. All the exercises of the school, considering its juvenile character, were very creditably performed. I visited the winter school at its commencement, and found a tolerable state of discipline, but rather defective classification and method. The teacher was experienced, and seemed determined to do all in his power, mental and physical, to effect progress in study, and good feeling between himself and pupils. But I learned from authentic report, during the progress of the school, that there

did not exist that union of feeling, that deference on the part of the scholar to the teacher, that is ever requisite to insure laudable proficiency in school. But the teacher I think should be exculpated from all blame in the case, as it is a fact too notorious, that there are unruly scholars in this school, who have more ambition to perform feats of insubordination, than to excel as students. My examination at the close of this school, found it better in a literary point of view, than I had anticipated, considering the obstacles to success that environed it from its commencement to its close. The fact is, had the scholars been as eager to learn, as the teacher was willing to instruct, this might have ranked as a first class school; but as it is, it must occupy a less exalted rank.

In District No. 3, I visited the summer school at its commencement, and was pleased and happy to find it well organized, and thoroughly disciplined. There appeared to be no disposition manifested on the part of any scholar to disturb the harmony of the school, or mar that state of peace and interchange of kindly words and offices, that impart such a beautiful aspect to a common school. I expected progress in this school, and I found at my second visitation, that my expectations had not been disappointed. The school appeared well in its various exercises; so well, as to merit the plaudit, "well done teacher and pupil, you have done well during your brief term of study; go on in the way of well doing."

I visited this school again, at the beginning of the winter term, and found it experiencing the benefit of a healthy state of discipline, and thorough organization. The teacher was active and patient in his labors, elementary and practical in his method of instruction; pursuing that analytical course, practiced by the best educators at the present time. The school, at its closing examination, presented just such an appearance as might reasonably have been expected from its aspect at the commencement. Reading was admirably executed. The exercises in Arithmetic, Grammar, Orthography and Physiology, were performed in a manner that reflected great credit on both teacher and pupil. I would say to the people of District No. 3, your school is at present in a prosperous state; see to it that you spare no reasonable sacrifice, to maintain its present proud position among our common schools.

In District No. 4, there was no summer school. At or near the opening of the winter school I visited it, and found it under a state of efficient discipline; all the parts of school machinery moving easily, without jarring, or unnecessary friction. The teacher, though young, exhibited much talent in instruction, and governing a school. Familiar in his manners, without compromising that dignity that should ever pertain to the teacher's character; possessing a very respectable talent for imparting that information to the pupil, which he himself possessed. I noticed one very grave fault in this school, viz., the scholars, almost without exception, spoke very low and spiritless—destitute of that energy of expression that should ever characterize the enunciation or speech of the scholar. I found at the closing examination of this school, that there had been marked improvement in all the branches taught. This is a matter of encouragement to both parents and children of this district, and should stimulate them to renewed exertion in elevating the condition of their school.

The summer school in District No. 5, presented nothing in its general appearance, either at its commencement or close, worthy in any great degree of censure or praise.—The proficiency made during the school, would hardly rank with mediocrity. The teacher's having always lived in the district, might have operated injuriously upon her success as a teacher in this school. At the commencement of the winter term, I found this school in very much the same condition as in the summer, as far as it relates to discipline and interest in study. The teacher seemed to possess hardly the required energy, to animate and stimulate scholars to laudable emulation, or rivalry in scholarship. The several exercises were performed in a very common place manner, destitute of that vital energy that give interest and zest to school recitation. I did not inspect this school at its close, for the very important reason that I received no notice relative to the time of closing, and consequently I am unable to state anything precise about its real proficiency.

No summer school was taught in District No. 6. I visited the winter school at its opening, and found but very few scholars in attendance. Not being notified when it would close, I lost the opportunity of making a second inspection, which the circumstances of the case very much demanded. Judging from the little interest that the parents seemed to manifest, in relation to the welfare of the school at its commencement, I should be inclined to draw the inference that the proficiency made was not very meritorious.

Your Committee will now proceed to offer some brief suggestions, respecting certain subjects, intimately connected with our Common School interests. And first, your School Houses: You have but one good house in town. The rest are all old, and extremely faulty in model. The time has arrived when your attention should be directed to this fact, and set yourselves at work in building some new, and re-modeling others. The spirit of the age demands it. The good of the rising generation demands it. The intellectual, physical, and moral education of your children, calls loudly for it. If parents would sufficiently realize the moral influence only, which a beautiful house would exert upon their children, they would not hesitate a moment in commencing the work. Again your school houses are destitute, almost wholly, of Outline Maps in Anatomy, Physiology, Geography, Mottoes, &c., beside other necessary apparatus for conducting schools advantageously. I repeat, that new or well repaired school houses, tastefully ornamented or beautified with Outline Maps, Charts, Mottoes, &c., would give an impetus to, and elevate your schools beyond the conception of the lukewarm or moderate advocate of common school reform.

The office of Prudential Committee is by no means an unimportant one. Weighty responsibilities rest upon the individual who assumes the position and consequent duties of Prudential Committee. Those, and those only, should be appointed or elected to this office, who feel a deep and thrilling interest in the prosperity of our schools,—men who have children to educate and qualify for the discharge of life's stern, active duties. Partisan feeling, either political or religious, should never bias the minds of men, in the selection of men to discharge the duties and responsibilities of this important trust.

Two of your committee the past year, either through remissness, or ignorance of duty, failed to notify the Superintending Committee relative to the closing of their winter schools. Such negligence is hardly pardonable. Your Committee regards Reading as the most important branch of common school study, because it forms the only permanent basis of a thorough practical education. I maintain that no one can ever become a useful teacher, or speaker, until he has become thoroughly versed in the principles of good reading, or elocution. Scholars should be drilled, daily drilled, in exercises relating to the vowel and consonant elements of the English language. They should get the perfect control of the vocal organs in early life, and establish the habit of faultless enunciation.—This principle lies at the foundation of good reading. But how can scholars learn these important principles, how can they become good readers, unless they have competent instructors in this important branch of education. Some of your teachers the past year, were respectable readers; others were not. None could read as well perhaps as they ought to, in order to instruct thoroughly in this important art. Orthography is a branch of study, so nearly allied to reading, that it may seem unnecessary to speak of them separately. In point of Orthography, your schools of to-day will suffer in comparison with those of by-gone years. One reason is, because branches of study have multiplied in our schools, and consequently scholars have not so much time to devote to learn to spell words. But the more important reason I think, is, because teachers and pupils have both lost a large share of that interest in the subject, that its importance, as a practical art, claims. The old idea of classing scholars according to their spelling capacities, and stimulating them to excel by reward, present or prospective, I believe a very meritorious one, and has become too nearly obsolete. The practice should be renewed in all its pristine vigor, and I believe the best results would follow. Some of the happiest associations of my school-boy life are connected with my spelling in a class, where the shining metal was suspended from the scholar's neck, and where he who stood oftenest at the head of the class, bore off the glittering prize when school was done. There is at present too little attention bestowed upon reading and spelling. Every scholar should become proficient in these, before he enters actively upon what are considered (improperly,) higher branches of study. Teachers and parents, should be suitably impressed with these truths, and endeavor, as soon as practicable, to effect the much needed reform. There are a variety of methods in which spelling may be taught, all of which may be practiced; viz., oral from the spelling book, or the reading lesson, or written upon the slate or black-board. The teacher can practice these several methods, and vary them according to circumstances, never omitting the class, with the reward attached. Your Committee would call your attention to a certain text book, respecting which, there is a lamentable deficiency in your schools. I mean the *dictionary* of the English language. There are but a few copies in town, and they are not studied as they ought to be. The child should be made to understand as early in life as possible, *what* he reads, and how can this be effected, unless the pupil has a dictionary by his side to which to refer. I say that knowledge is divested of half its practical value, unless its possessor has the ability to communicate that knowledge to others. And how can children, or adults, do this without the proper language with which to clothe *ideas*. I say, then, that every child that arrives at the age of 8 or 9 years, should have a dictionary at his command, that he may be enabled to ascertain the meaning and use of words. Let the scholar store his mind with the necessary clothing for ideas in early life, and the legitimate benefits of such a course will cleave to him through all time. Will parents then see that their scholars are supplied with dictionaries, and teachers direct their minds to their proper examination and study. Your Committee would allude briefly to one other branch of study, and then dismiss this part of his subject. I mean Physiology. This is an important study; its value is not yet appreciated. The physical education of your children is of as much consequence as the intellectual and moral. In fact the three departments of education, are inseparably connected. If one is neglected the others will suffer. To understand properly the laws that regulate healthy, and diseased action as far as possible, is of the utmost importance to the rising generation.

In District No. 3, I found an excellent class in Physiology; the only one in town.—I was heartily glad to find one class in town, and hope it may serve as seed in good soil, from which others may start into being, until every school in town has its class or classes in Physiology.

WILLIAMS BARTON.